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THIS ISSUE OF THE NEWSLETTER OF THE CENTER FOR URBAN EDUCATION, AN OFFICE OF EDUCATION REGIONAL LABORATORY, CONTAINS AN ADDRESS TO THE STAFF ON THE OPPORTUNITIES AND CHALLENGES FOR THE CENTER, A REVIEW OF THE STATUS OF EDUCATIONAL PARKS THROUGHOUT THE UNITED STATES, AND A REPORT ON CLASSES IN NEIGHBORHOOD PLANNING WHICH WERE SUBSTITUTED FOR THE USUAL SOCIAL STUDIES CURRICULUM IN FOUR JUNIOR HIGH SCHOOLS IN NEW YORK CITY. ALSO INCLUDED IS A REVIEW OF CURRENT CENTER STUDIES AND PROJECTS AND COMMENTS BY TWO TEACHERS ON A "FREEDOM SCHOOL" IN OPERATION DURING THE TEACHERS STRIKE OF SEPTEMBER 1967. THERE ARE ALSO SEVERAL MISCELLANEOUS PIECES, INCLUDING EXCERPTS FROM RECENT BOOKS. (NH)

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The Center Forum

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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News about the Center for Urban Education and the men and women who staff it

Vol. 2, No. 4

Focus

Opportunity and Challenge

Director's address to Center for Urban Education staff, September staff meeting, Overseas Press Club, Sept. 28, 1967.

This is a year of great opportunity and great challenge for the Center for Urban Education.

In part, the great opportunity is a national development. Last year at this time, the 20 regional education laboratories which span the United States were, with few exceptions, underprogrammed, understaffed, and underfunded. I have just returned from a conference of the 20 lab directors and I have learned that this year most of the laboratories will prove themselves as a significant new force at all levels in the nation's educational institution.

For example, the lab in Los Angeles is well along on the invention of programs of elementary school instruction that will eventually revolutionize not only what children learn but the ways in which they are taught. Through this lab, some of the waste and tedium of teaching and learning will be eliminated.

The lab in San Francisco is also beginning to invent new techniques for the self-education of teachers. From that city, you will hear more and more about micro-teaching, teaching kits, and mini-lessons. The lab in Seattle is running educational dogsleds into the Yukon; it has stimulated desegregation of that city; and it is active in community action projects.

The lab in Philadelphia is introducing individually prescribed instruction into dozens of schools as an experiment in improved teaching that is being tried from coast to coast under their leadership. The lab in New England is busy preparing tools and materials that young children can use to build their own toys, chairs, houses, and forts, and you will see this material in use everywhere soon, I believe.

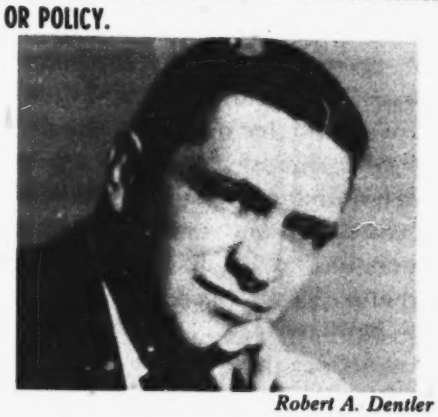
Other labs are for the first time making significant headway in improving educational services for Mexican-Americans, Southwest Indians, Deep South rural Negroes, and French-speaking Louisiana children. Through the leadership of a lab in the Carolinas and Virginia, dozens of underdeveloped little colleges, most of them predominantly Negro, have banded together to plan their futures, to set standards, to retain their faculties, and to find their way into the contemporary college era.

A cadre of skilled people is building up inside these laboratories. Nearly a thousand men and women are employed by the laboratories now, and this may double by 1969. Our own Dick Boardman was probably the first lab professional to migrate from one lab staff to another, but the movement is beginning. The lab directors are laying plans to perfect an association of laboratories, through which staffs will get to know one another, join together in projects, meet periodically to trade knowledge and problems, and so on.

Most important, however, is the fact that research and development are being conducted by all of the labs on such a scale that for the first time in America, thousands of teachers and hundreds of thousands of students will participate simultaneously in experimental changes. As this involvement grows, of course, you will read and hear more and sharp criticism about the laboratory program. Whole sectors of the educational establishment will begin to reexamine the program as their interests begin to be affected. For this is the way of social change.

The Center for Urban Education will continue as a pace-setter and a bell-weather for this laboratory movement. When we contract with the U.S. Office of Education this November for our second year as a lab, we will again be the oldest, largest, and best-funded of the 20 within this program. We will also continue to be the most controversial, at least for a time; for our program, more than those of any of the other labs, aims at changes in the underlying structure of education—at the community, at school administration, at policy questions. Eventually, some of the revolutions in curriculum taking place in other labs will prove even more controversial, I believe. Meanwhile, the Center will remain on the cutting edge of this vast experiment in a series of cooperative partnerships between federal, state, and local governments, and between the university, the school, industry, and the community at large.

ON THE INSIDE. SPEAKOUT, a special supplement: Two teachers on the schools; Albert Murray on Color.



Robert A. Dentler

The entire laboratory program is currently under close inspection in Washington. This inspection will result in the program's being kept at its present size or in its being doubled in scale during 1969. In October, I will join with the other lab directors to present the programs of all 20 labs at once to many government decision-makers and advisors at the first annual conference in Washington, D.C. If this conference makes the case successfully, HEW and the White House may decide to double the funding of this and other laboratories in 1969.

The record of accomplishment of the Center to date is a sound one. You will all want to look at it for yourself, so visit our library and read the annual report and read the high stack of supporting documents that are on file with it there.

You will find, I believe, that together we have managed to build a new type of educational institution. We have it running and we know now how to keep it running effectively. We have also made a difference in the lives teachers, parents, and in cities and suburbs Buffalo to Rochester, t Stamford, and Glen C York City. That differ always been positive in direct contribution ment. Our work this the More Effective Sch York City, for exampl strains between the Bo tion and the United F Teachers. Our work desegregation in other probably cost some m and has produced Nevertheless, the Cent come to be known as ful, and independent. mate effect has been t alternatives open to common efforts to young.

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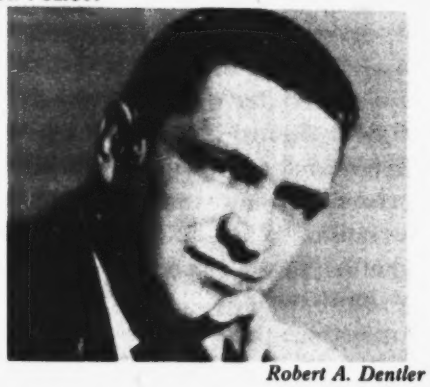

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You will find, I believe, that together we have managed to build a new type of educational institution. We have it running and we know now how to keep it running effectively. We have also made a difference in the lives of children, teachers, parents, and policymakers in cities and suburbs ranging from Buffalo to Rochester, to Bridgeport, Stamford, and Glen Cove, to New York City. That difference has not always been positive in the sense of direct contribution to improvement. Our work this past year on the More Effective Schools of New York City, for example, increased strains between the Board of Education and the United Federation of Teachers. Our work in planning desegregation in other communities probably cost some men their jobs and has produced new conflict. Nevertheless, the Center's work has come to be known as factual, careful, and independent. And, its ultimate effect has been to enlarge the alternatives open to men in their common efforts to educate the young.

Because we are part of a growing national program, however, and because we must lead this program from within a region torn by intractable issues and plagued by scarce resources, 1968 is a year that poses special, tough challenges to the life and worth of the Center.

For example, our program activities are based on liberal ideals of social integration, cooperation, partnership, and reason. Yet we are acting in a time when as Bayard Rustin says, "This country is in the throes of a historic national crisis. Its ramifications are so vast and frightening that even now, shocked in numbness and disbelief, the American people have not yet fully grasped what is happening to them. Not since the Great Depression have social policy, our national institutions, our political order been more severely tested than at present."

Most of us in the Center continue to believe that society can be modified by persuasion and education in a gradual manner. Perhaps we have moved beyond the idealism of the 1920's and 1930's when liberals believed in individual persuasion, but even our substitution of the concepts of mass action, mass education, and mass communication is

little more than an addition to the old ideal.

There has opened before us with new force during 1967 the vast domain of change through violence. We may abhor violence but we may find ourselves a part of the long black line of academics, the men of reason, who like Erasmus have been swept aside by adherence to the belief that history allows one to be impartial, to serve as friend and critic to groups locked in conflict.

To the youngest generation of intellectuals who are now making a romance and a fetish of violent revolution, and to black nationalists, the philosophy of the researcher and the developer, like that of the man of reason of the past, echoes like a rationalization for preserving the *status quo*. And, to the white segregationist, the educational planner is at worst a critical thorn in the side and at best an instrument of delay in the game of evasion.

At the Center, we shall be increasingly exposed to the storms of change. We shall be exposed because we have stepped deliberately out of the groves of academe on the one side and out of the frail glass hothouse of the public school establishment on the other. Those who continue to work at the Center have chosen to weather the storms of urban conflict. To do so, we must, each of us, be sure that we seek no easy excuses for maintaining things as they are—that our decision to invent solutions and to plan improvements, which is a choice in favor of evolution, not revolution or reaction—is not a self-serving mask for inaction.

We must have, in the words of Robert Smudski, "a reasoned conviction that revolution is too costly, a conviction buttressed with the observation that brutality is brutality, whether by the establishment or the revolutionaries. There is also the conviction that social movements cannot be controlled, and that the social fabric ought not be destroyed so long as viable means for reform exist, and provided there are honest efforts at reform in motion."

I believe that one cannot work at research and development and be a true revolutionary. The quality of research and development work depends upon a disciplined willingness to see all sides of a question. This the revolutionary must forego deliberately. Of course, this willingness includes the ability to comprehend and even to accept revolution, in spite of the fact that this comprehension involves a radical test of the scholar's abhorrence of violence.

Already, some of us have learned the extent to which Stokeley Carmichael is correct in his conviction that many Americans are incapable of the social, political, and economic reforms necessary to bring the class of their society into range of decency and routine advantage. We have learned from our research and planning in school integration efforts and in the most modest of curriculum reforms how intransigent some vocal, well-positioned interest groups can be.

Nevertheless, the challenge before us is the challenge of preserving and broadening the ground-in-between. If we shrink from the reality of violent change, we can only feel useless in our cheaply earned cynicism and despair. If we deny the vitality of the class and racial conflict swirling through the urban North, we can only *pretend* to continue our efforts at balanced inquiry and rational social experimentation. By congratulating ourselves upon our exposure to the storms and upon our inner calm, we can delude ourselves into corporate futility.

Our need is, instead, to refuse to abandon the effort to evolve a series of alternatives to conflict. Any other choice makes us partisans of one camp or another. But to build this middle ground will take extraordinary effort and competence. More is demanded of us if we choose to build from this vantage point—not less simply because we are here. To step outside the protections of tenure and steady promotion, to endure apart from unions or professional groups; this is a start. But to continue and to have an impact, we must exceed this step.

For these reasons, the theme of 1968 in the Center will be the theme of performance. We have among our trustees, and among those who are our partners in the region, men and women who are under great stress in this season. Our privilege is that their resources and the resources of the society at large are being given to us in the midst of these stresses for the purposes of thinking, analysing, interpreting, inventing and communicating new possibilities for peaceful change and improvement. It has become a matter of urgency that this trust be vindicated—by refusing to succumb to pressures of reaction or revolution, cynicism or despair, to be sure—but also by intensifying the application of our sciences and our crafts.

Robert A. Dentler

THE CENTER FORUM

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Almanac

PIRI THOMAS to be Observer, Critic

Piri Thomas, author of "Down These Mean Streets" (Alfred A. Knopf, 1967), which the Sunday Times Book Review acclaimed as a "tough, lyrical autobiography" of his growing up in Spanish Harlem, joined the Center's professional staff on Monday.

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He will serve in these areas as an observer and critic of the Center's research and development efforts, as well as assist in evaluations of the school system's programs and the hundreds of programmed and natural experiments in educational reform taking place in the metropolitan area. He will participate in designing curriculum experiments, particularly those aimed at redefining and strengthening the role of the arts in the schools. He will also write for Center publications.

Piri Thomas

Mr. Thomas' first assignment will be working with Leroy Miller, who is heading a Center effort to design a six-month instruction program in community planning for 40 young men and women from Bedford-Stuyvesant. The course is part of the long-range program of the Bedford-Stuyvesant Restoration Corp.

The Center intends Mr. Thomas' experience and involvement in slum communities to both counterpoint and compliment the systematic approach of the Center's social science research into educational disadvantage in early childhood.

The 39-year-old writer is author-in-residence at the East Harlem Protestant Parish, where he teaches a workshop in creative writing, and where, as he says, "the kids are really wailing." He has read his poetry in the public schools; taught in teacher training institutes, and worked to give teachers insights into the public school children of East Harlem. A street gang leader in his youth, Mr. Thomas has worked counseling gang members and drug addicts here and in Puerto Rico.

Last August, after testifying before the Senate Subcommittee studying the Bilingual Education Act, and reading from his collection of poetry, "Sounds from a Street Kid," Mr. Thomas was described by Sen. Jacob Javits as "America's Yevtushenko." (Sen. Javits' reference was to Yevgeny Yevtushenko, the Russian poet.) At the invitation of Sen. Edward Kennedy, he testified before the Senate Judiciary Committee on

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the Anti-Riot Bill and again read from his writings.

A one-hour color documentary of Mr. Thomas, his prose, and his poetry, is scheduled to be shown late this fall on the National Educational Television network.

Mr. Thomas and his wife, Daniela, have two children, Ricardo, 9, and San-Dee, 5.

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PUBLICATIONS: *The Urban Review,* which has not been issued since last June because of contract complication over printing, will resume publication this month. *The Forum's* special issue on decentralization, Aug. 28, is being translated into Spanish by the Parent Associations of District 3 in Manhattan. Frederick A. Praeger Inc. has just brought out the hardcover edition of the Center's recent monograph, *Participants and Participation, A Study of School Policy in New York City.* It retails at $7.50.

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INFORMATION WANTED: As part of our work with the Bedford-Stuyvesant Restoration project we are working with a group of 40 trainees who are all young adults. Twenty-six of the trainees have completed various levels of work on an undergraduate college level. During the past few weeks, we have received inquiries from the 26 trainees about the availability of financial assistance which would enable them to resume and complete their undergraduate college work. They are anxious and motivated to resume their work, but lack the necessary funds. One aspect of the problem is a lack of information as to where the trainees can obtain financial assistance and the other aspect is that some of the trainees may require special educational assistance if they are to resume their studies. Our library is providing us with a government booklet detailing available sources of funding. We also want to make certain that we reach all sources of information. We would like to obtain the help of the Center professional staff in listing all sources that they know of where financial assistance, of the type described above, can be obtained. *Stanley Lisser*

Support Package, Yes; Turkey, No!: Last week, USOE site committee chairman Melvin Tumin came to the door of his home in Princeton thinking that the large carton he was paying the postman $5.90 in overdue postage for was, say, a smoked turkey from Abercrombie & Fitch that his friends from New York were sending him. There he was, this heavy box on the floor of the kitchen, finally, his taste buds working, ripping at the cardboard, his mind riffing through alternative recipes, and boom, out fall 45 documents covering the Center's work for the last 12 months. No turkey, Dr. Tumin thought. NO TURKEY!

Dr. Tumin says, we're told, he will hold the 45 documents as ransom until we turn over, say, his turkey. The *Forum* is taking up a collection and would appreciate the name of a reliable poultry man.

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PANELISTS: Associate director for program **Eugene Maleska** and **Stanley Lisser,** program coordinator, will discuss the role of research and evaluation in urban education for the Doctorate Association of New York, October 20 at 4 p.m., in Room 431 of the Board of Education Building, 110 Livingston Street.

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LITERATI: **Shelly Halpern** will have a story—her second piece of social commentary to be published—in the Dec. issue of the Teachers College Record. **Herbert Gans** has two articles in the October issue of *Transaction.*

Education News, a new biweekly, *Look*-size magazine will be published by Cowles Publications starting Oct. 16. It is designed primarily for school administrators.

Educational Parks

Getting the Litmus Test

An educational park, the joke went, is a park that people are afraid to go into in the daytime. Until six months ago there was enough truth in the joke to make advocates of the park wince in their sleep, not that they did. Now, according to a report of a survey completed last month by Max Wolff, Annie Stein, and Cia Elkin, the park idea is on the verge of being put to the test throughout the country.

Eighty-five cities in the United States (including two in Puerto Rico) have begun some type of educational park development, whether for planning or actual building, the national survey showed. Variations on the total concept are many and plans are being developed to meet differing needs. And, understanding of the idea is widespread among school superintendents in sharp contrast to the situation three years ago when a similar survey drew few responses from officials who were without misconceptions about educational parks if they had even heard of them at all.

Among other salient findings of the survey were the following:

California, with seven of its cities studying the feasibility of parks, leads all other states in pursuing the idea. (Kentucky reported consolidation programs in seven school districts but without using the park concept.) Indiana, Michigan, and New York each have four cities planning or constructing parks. In New York, Pennsylvania, and Indiana, the commissioners of education have formally endorsed the concept.

Seventeen states provide financial or administrative aid through their state education departments to school districts developing parks. In seven of these states—Indiana, Kentucky, Massachusetts, Minnesota, New Jersey, New York, and Rhode Island—such aid is backed by legislative or administrative policy requiring or encouraging desegregation of racially imbalanced schools.

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Support Package, Yes; Turkey, No!: Last week, USOE site committee chairman Melvin Tumin came to the door of his home in Princeton thinking that the large carton he was paying the postman $5.90 in overdue postage for was, say, a smoked turkey from Abercrombie & Fitch that his friends from New York were sending him. There he was, this heavy box on the floor of the kitchen, finally, his taste buds working, ripping at the cardboard, his mind riffing through alternative recipes, and boom, out fall 45 documents covering the Center's work for the last 12 months. No turkey, Dr. Tumin thought. NO TURKEY!

Dr. Tumin says, we're told, he will hold the 45 documents as ransom until we turn over, say, his turkey. The *Forum* is taking up a collection and would appreciate the name of a reliable poultry man.

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PANELISTS: Associate director for program **Eugene Maleska** and **Stanley Lisser**, program coordinator, will discuss the role of research and evaluation in urban education for the Doctorate Association of New York, October 20 at 4 p.m., in Room 431 of the Board of Education Building, 110 Livingston Street.

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LITERATI: **Shelly Halpern** will have a story—her second piece of social commentary to be published—in the Dec. issue of the Teachers College Record. **Herbert Gans** has two articles in the October issue of *Transaction*.

Education News, a new biweekly, *Look*-size magazine will be published by Cowles Publications starting Oct. 16. It is designed primarily for school administrators.

Educational Parks

Getting the Litmus Test

An educational park, the joke went, is a park that people are afraid to go into in the daytime. Until six months ago there was enough truth in the joke to make advocates of the park wince in their sleep, not that they did. Now, according to a report of a survey completed last month by Max Wolff, Annie Stein, and Cia Elkin, the park idea is on the verge of being put to the test throughout the country.

Eighty-five cities in the United States (including two in Puerto Rico) have begun some type of educational park development, whether for planning or actual building, the national survey showed. Variations on the total concept are many and plans are being developed to meet differing needs. And, understanding of the idea is widespread among school superintendents in sharp contrast to the situation three years ago when a similar survey drew few responses from officials who were without misconceptions about educational parks if they had even heard of them at all.

Among other salient findings of the survey were the following:

California, with seven of its cities studying the feasibility of parks, leads all other states in pursuing the idea. (Kentucky reported consolidation programs in seven school districts but without using the park concept.) Indiana, Michigan, and New York each have four cities planning or constructing parks. In New York, Pennsylvania, and Indiana, the commissioners of education have formally endorsed the concept.

Seventeen states provide financial or administrative aid through their state education departments to school districts developing parks. In seven of these states—Indiana, Kentucky, Massachusetts, Minnesota, New Jersey, New York, and Rhode Island—such aid is backed by legislative or administrative policy requiring or encouraging desegregation of racially imbalanced schools.

Most of the communities reporting any park development are, as yet, in the early stages of planning. Parks in operation were reported in only 14 communities and of these perhaps only two—Ft. Lauderdale, Fla., and Acton, Mass.—are complete parks including all grade levels. But the data collected indicated the country is on the threshold of extensive educational park development.

The nation's five largest cities, New York, Chicago, Philadelphia, Detroit, and Los Angeles, are all applying the park concept, and all to deal with a complex of problems: dwindling funds, aging school plant, widespread and growing de facto segregation, and declining educational achievement.

In the 500,000 to 1-million population class, Baltimore, Seattle, and San Antonio reported active discussions about educational park development. Five other similarly-sized cities—Pittsburgh, Cleveland, Washington, D.C., San Francisco, and Buffalo—are moving in that direction. (Pittsburgh's version of the educational complex, its Great High Schools plan, while not a grade-school-through-high-school educational park, is still probably the most expansive long-range plan yet developed in a major city toward the same end as the educational park. Plans for the large school complexes are in fact the cores around which large sections of the city are to be rebuilt, coordinating residential, commercial, and transportation development.)

Where interest in the educational park idea is most widespread is in cities in the 100,000 to 500,00 population range. Some twenty-five cities are into the concept in some planning or working stage. The cities in the West and South are trying to provide new schools for growing populations; the cities in the Midwest and East are trying to contend with the problem of de facto segregation. In addition there is great impetus toward regional development because of inadequate local finances. Many of these cities have adopted interchanges of school population; many envisage parks that will draw urban and suburban school popula-

tions together. Berkeley, Calif., and Syracuse, N.Y. have the most developed plans in this group.

An interesting variation on the educational park theme is being developed in Atlanta. The city's school system has combined with six other systems in the metropolitan area to plan a 'supplementary educational center' funded by Title III to develop programs of instruction, services, equipment and procedures that will be sent out to the schools in the seven districts rather than bringing the children in as provided by the parks.

In the smaller cities (under 100,000 population), economy is playing the most decisive role in opting for parks. Desegregation is a secondary concern. Urban-suburban consolidation is inherent in some of the plans.

The survey included the school superintendents of 457 cities—310 with populations of 50,000 or more, and 125 with populations between 20,000 and 50,000; and the educational commissioners of 50 states. Replies were received from 83 per cent of the superintendents. Only four state commissioners failed to reply—Alabama, Georgia, Arkansas, and West Virginia.

The survey is the first of a series of reports to be made by the Center on educational park development.

Curriculum

A Healthy Baby, but Stillborn

"Planning for Change," by all measures of judgment, was a successful social studies curriculum experiment. Initiated by the Architects Renewal Committee in Harlem and developed with the Center's assistance last year, it substituted classes in neighborhood planning for the conventional social studies civics course.

Directly involving eight teachers and more than three hundred students in four junior high schools in Bedford-Stuyvesant, Harlem, the south Bronx and Washington Heights, the experiment managed to gain almost every goal set for it.

It was meant, first off, not to repackage previous social studies materials, selling to the student in a more palatable form what he had already rejected from the school system, Richard Hatch, former director of ARCH said. It was meant to revitalize the curriculum by bringing the activities of the classroom closer to the social realities experienced by the students. It was meant to revitalize the traditional teacher-pupil relationships. It was meant to demonstrate the possibility of achieving school goals in ways more closely related to the out-of-school lives of the students.

Gloria Harris, who coordinated the project for the Center, said the experimental program successfully met these goals, and in addition called upon school administrators to adapt more flexible attitudes toward school organization to enable teachers and students to move more freely in and out of traditional allotments of time, space, and curriculum. As students and teachers became more closely involved in the life of the school neighborhood, she said administrators themselves were drawn into new relationships with community residents.

How do you measure the value of such school experiences?

One student said the following by way of comment on the experiment:

"A lot of the things in books—they show you everything nice and we forget it. But when you go out and learn it firsthand, you hold it in your mind."

And this from a teacher:

"Well, I think it has vastly improved the student-teacher relationship in my classroom, for two reasons: the students are pleased to see my participation, they know much more than I do; they also like my vulnerability. I can't be a steady. impenetrable institution in the class when we set goals together and cooperate."

Last winter at a meeting at the Center, Bernard Friedman, a district superintendent of schools in the Bronx, and a member of the Center's Ad Hoc Advisory Committee, asked Executive Deputy Superintendent Nathan Brown, who was still on the Center staff, whether the Board would adopt "Planning for Change" on a regular basis if it proved as good as it felt to him. Would diffusion be a problem? Dr. Brown said there was no commitment, but there was interest.

The interest apparently was forced to give way to other priorities. In the summer the board announced its intention to neither adopt the material nor continue the experiment in the fall. But because it believes in the value of this syllabus, the Center is adapting it for the fourth and fifth grade, working toward returning the experiment to the schools.

In addition, parts of the syllabus are to be used for the course in community organization the Center will prepare for the Bedford-Stuyvesant Restoration Corp. *(Forum,* Aug. 28). A few of the teachers involved in the 1966-67 experiment intend to use the material again this year on their own. The Philadelphia school system is reportedly interested in implementing what the New York City system rejected. And Mr. Hatch, who started it all, says he intends over the next year to develop a version of the curriculum that isn't area-oriented so that it can be used anywhere from Albuquerque to Boston. At the same time, he'll seek out one of the major purveyors of new instructional material to merchandise the program.

Inventory

Toward a Better Mousetra

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Inventory

Toward a Better Mousetrap

The accomplishments of the Center were measured during the past 12 months in some 40 pieces of work including 27 completed and ongoing studies, the redesign of The Urban Review, *and the issuance of a first film. What follows is a quick accounting of these accomplishments broken down for the most part into the areas in which completed work will be incorporated and interim work pursued.*

Curriculum. Much of the work in curriculum involved field testing of recently developed curriculum materials in science, reading, and mathematics. This testing will continue through the current school year. Ongoing findings are not yet available. Also proceeding on schedule is the identification of significant correlates of creative achievement and the development of a curriculum for the intellectual stimulation of economically disadvantaged prekindergarten children.

The field test of an experimental unit in neighborhood planning for eighth-grade social studies was completed and a successful syllabus developed. Also completed during the year was a study of the education requirements for employment. A report of the findings of this investigation is now being written.

Educational Personnel. A number of studies was completed during the year: the field test of alternate methods of support for new teachers serving in disadvantaged areas; a study on the effect of the union contract on principals' leadership; a study of the career teacher; an exploration of the ways in which industry and schools might join to improve the quality of vocational education; a study of the feasibility of developing a teacher-education college in Harlem; and the investigation of parent education and parent participation in school affairs.

Community. Work in three specific communities (Bridgeport, Connecticut; Stamford, Connecticut; and Glen

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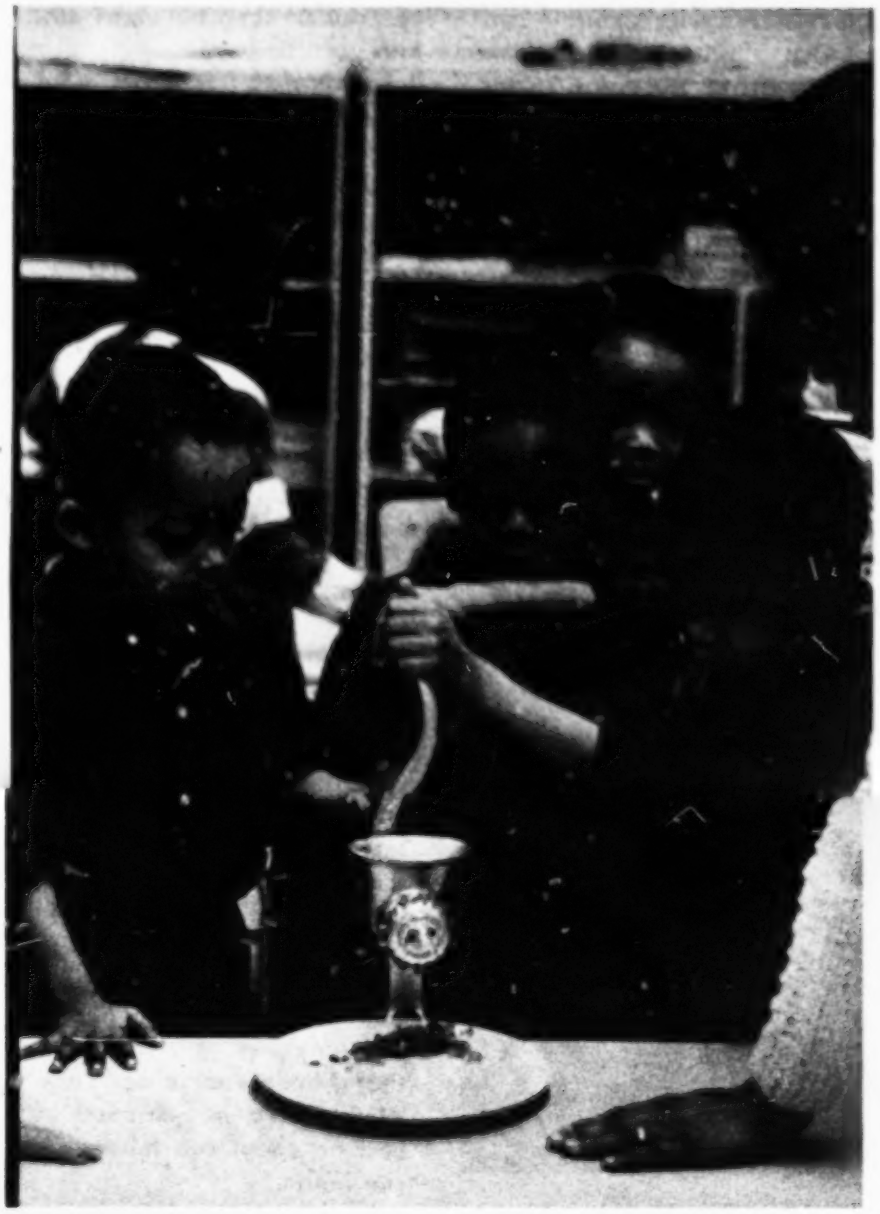

THE PHOTOGRAPHS on this page and the pages following were made by Hiroji Kubota earlier this year at P.S. 180 in Harlem where professors Kenneth Wann and Helen Robison of Teachers College are directing a curriculum experiment for the Center (beginning its third year) in the "intellectual stimulation of poor prekindergarten-age children." The photographs will be put on display at the Center, in the 17th-floor reception room, at the end of this month.

Speakout

Teachers On the Schools

One of the more intriguing outgrowths of the Board of Education-United Federation of Teachers contract dispute just settled was the establishment around the city of "Freedom Schools." They sprang up in old brownstones in Brooklyn and community centers in Manhattan, and, at least in one case, in a high school—a school within a school which the principal encouraged his teachers to start and run apart from the formal structure that for all intents and purposes was not functioning. What these schools accomplished beyond the moment is difficult to determine now. But apparently the results excited participating teachers and parents in many communities sufficiently to have them wish not to end the experience with the reopening of the schools.

One such community, on the Upper West Side of Manhattan, has already drawn up a proposal to have its school, PS 84, designated a demonstration school within a decentralization experimental unit and is trying to enlist foundation support. The teachers who ran this community school, the Goddard Freedom School at the Goddard-Riverside Community Center at 92nd and Columbus, put their experience on tape last week and the comments were profoundly revealing. Parts of it—the words of two teachers, Mrs. Terry Berl and Mrs. Shelly Alpert, interwoven—are published below: They form an interesting commentary on the contract dispute as well as the condition of education in the public schools today.

....Well, as we said good-bye, at the end of the school term, we said, "By September either we'll be on strike, or maybe we'll be back in the regular classrooms, or maybe, who knows, by some miracle we'll be teaching in our own independent school."

The summer went by and people led their usual lives. Then we came back, and on Friday, the day teachers reported, we sat in faculty conference, and several of us were sort of dismayed told by our princi first day of school sure that we taug at least one new t nudged me and s the parents' benefit kind of involved in be doing over the whether we would to school on Mon that this statemen had made sort of v rather quickly, but ing up with us sin we suddenly realiz with an attitude w the whole day wit you have to be sur teach one new thin is with you for six h minutes—this is t was being set for u

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Terry Berl and parents meeting th our school on Mon temper 11, 1967), signed, and we h parents had to say. racists. I remember really being emot and telling the p people they were school teaching wit bigoted people the be with, and tellin people that they re the people that th children to have a the people that we So they had to look themselves.

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....Many of the parents were very much against the teachers going out on strike, because they felt that the disruptive child clause was an issue that could be taken as a racial issue. We found many of the white parents in the neighborhood also very much against us, because this was a clause that just wasn't understood. Needless to say, the Negro parents were totally against us.

Terry Berl and I went to the parents meeting that was called in our school on Monday night (Septemper 11, 1967), the day we resigned, and we heard what the parents had to say. They called us racists. I remember getting up and really being emotional about it, and telling the parents that the people they were actually in the school teaching with were the most bigoted people they could possibly be with, and telling them that the people that they really cared about, the people that they wanted their children to have as teachers, were the people that were out on strike. So they had to look a bit deeper into themselves.

One parent, Sondra Thomas, who felt very much against it—as a matter of fact, I feel, gave the most convincing argument against us at the

parents' meeting—offered us an out. She said, "Well, why don't you start a Freedom School?"

....I remember my first lesson [in the Freedom School] was with a third and fourth grade with one second grader in the group. I looked into my pocketbook. I had no pencil. I had no paper. I was looking for something. You know, I had only the kids. So I thought, well, we'll teach each other. We'll find out about each other. And we talked about the strike, and why we were there, and, you know, in doing that we got to know our names and things like that.

Then I noticed that a boy had a book called "*Zlotch the Goat*" and I asked him if I could borrow it, and we talked about it—"Have you read it?" and this, that, and the other thing. I said, "Well, would you like me to read it to you, or would you like to do something else and maybe we'll come back to it later?"

They all agreed I should read them the story. As I was looking through the book, I found that these were old Hebrew names that I was reading to the kids, and they were kind of giggling and laughing. I was sort of agreeing that these were funny names. Then we got, you know, a whole list of characters, just by doing this, and we came to the name Yenta, which everybody just broke up over. Then we got into a discussion of the Yiddish langauge, and a discussion of Central Europe, and how language sounds funny to some people, what kind of language Yiddish was.

By this time, I was getting the feel of the kids and they were kind of getting the feel of me. Then we went into the story, and we'd stop. Usually when I would do this in a regular classroom, and if there was a name that was funny, it wouldn't be a good take-off onto something. I mean, if I mentioned a word, say, in Yiddish, that would be something to explode the class, simply because there might be one child who thought this was a good opportunity, instead of just to enjoy the name and the sound of this, to start acting up, you see. But this group was so small and we were so close to each other, and so fascinated with each other and just with the fact of being there, that none of this ever occurred to anybody.

I even had a boy whom you might call a disruptive child—who, you know, in a regular classroom would be [considered disruptive]—and I said, "Wouldn't you like to sit here?" He said, "No, I'd rather sit here." And I said, "Well, if we're going to do some taking down of names of the people in this story, you won't be able to write."

He said, "Oh, I can write." And you know, he wasn't sitting. He was lying on the table that we were working around. And, you know, the thought occurred to me: "What if somebody comes by and sees this?"

Then I thought: "Where the hell do you think you are? There's no principal who's going to walk by, there's no supervisor who's going to walk by—and why can't the kid, if he's more comfortable, if this is the way he wants to do it—we're not doing tremendously beautiful manuscript work that has to be presented to somebody or put on the wall for esthetic value— why not lie on the table and write that way?"

And that's the way he did it. That's the way he worked. You know, from that point on, I realized that I was sort of breaking away or breaking through this kind of prison we seemed to have been working in.

....From there, we began a discussion on, you know, how worthy all children were of our friendship. In other words, the children in the class began to think of themselves in relation to black children. There weren't any black children in this class.

They began to, you know, discuss with each other. As a matter of fact, I was no longer in the class. I was listening to them, but they were absolutely unaware that I was there, except for a few questions that I might have thrown after them, to keep them talking with each other. And it was so beautiful, because one girl and one boy kept fighting with each other, and they kept saying, "No, you're wrong, listen," and they were really trying to convince each other, and you don't see that in Board of Education rooms. You just don't see it. And there was no chaos. There was no chaos at all. The kids waited to be heard, and they waited to give each other a chance.

....Well, there were three men standing with these four junior high school teachers. One was a math teacher who came from a high school, I don't even know what high school. He spent two days with us, and from the reactions from the children, he'd given them the most beautiful math lesson they'd ever had in their lives. And they were right. You know, he's not a terribly warm, outgoing, loving person, but they will stick with him. I mean,

they're happy to have him, and he likes to work. He doesn't involve himself in discussions with kids. He likes to talk about math, and this is what he's doing. That's what he's there for.

So I asked him, as a last ditch effort, to please explain to these junior high teachers—you know, what was going on here, and did he find it difficult, and did he feel he wasn't teaching? I don't remember his words but the gist of it was, "You just don't know what's going on. It works. You'll see that it's going to work, and it's been a fine two days, and there's really nothing to worry about. You don't need zation."

So I said, "Well, loo down to the kids, and wants to step into a roo you can do that, but r kids need us."

So this math teacher as well as the men. know who they were. B heading towards the said to me, "Do you nee

I said, "Oh, sure, we thing."

They said, "Well, we ing coordinators."

I said, "Great, you up your reading progr

They said, "Sure, bu to need our materials."

I said, "OK, fine. W room do you want?"

He said, "We're n that. Let's get materi we'll set up."

So I said, "OK, I'll se an hour?"

He said, "No, it's go little longer, because to carry.'

About half an hou came back with about long-playing records. well, anything. You k are the materials, we thing. They looked, yo real long-playing reco they'd done something "We're going off again back in about two ho two hours."

I expected not to se And then, when we lunch, there they c gifts. I don't know ho plain it. There were tories [material], not dinary reading [mater ing for understanding you use for teaching for development and a couple of other lab I'd never seen before, of materials like the k about. A standard stor school might be "Th Tiger," and usually would [be the only on

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me, I was getting the ds and they were kind e feel of me. Then we story, and we'd stop. I would do this in a room, and if there was was funny, it wouldn't ke-off onto something. mentioned a word, say, that would be some- lode the class, simply might be one child this was a good opportunity, instead of just to enjoy the name and the sound of this, to start acting up, you see. But this group was so small and we were so close to each other, and so fascinated with each other and just with the fact of being there, that none of this ever occurred to anybody.

I even had a boy whom you might call a disruptive child—who, you know, in a regular classroom would be [considered disruptive]—and I said, "Wouldn't you like to sit here?" He said, "No, I'd rather sit here." And I said, "Well, if we're going to do some taking down of names of the people in this story, you won't be able to write."

He said, "Oh, I can write." And you know, he wasn't sitting. He was lying on the table that we were working around. And, you know, the thought occurred to me: "What if somebody comes by and sees this?"

Then I thought: "Where the hell do you think you are? There's no principal who's going to walk by, there's no supervisor who's going to walk by—and why can't the kid, if he's more comfortable, if this is the way he wants to do it—we're not doing tremendously beautiful manuscript work that has to be presented to somebody or put on the wall for esthetic value— why not lie on the table and write that way?"

And that's the way he did it. That's the way he worked. You know, from that point on, I realized that I was sort of breaking away or breaking through this kind of prison we seemed to have been working in.

....From there, we began a discussion on, you know, how worthy all children were of our friendship. In other words, the children in the class began to think of themselves in relation to black children. There weren't any black children in this class.

They began to, you know, discuss with each other. As a matter of fact, I was no longer in the class. I was listening to them, but they were absolutely unaware that I was there, except for a few questions that I might have thrown after them, to keep them talking with each other. And it was so beautiful, because one girl and one boy kept fighting with each other, and they kept saying, "No, you're wrong, listen," and they were really trying to convince each other, and you don't see that in Board of Education rooms. You just don't see it. And there was no chaos. There was no chaos at all. The kids waited to be heard, and they waited to give each other a chance.

....Well, there were three men standing with these four junior high school teachers. One was a math teacher who came from a high school, I don't even know what high school. He spent two days with us, and from the reactions from the children, he'd given them the most beautiful math lesson they'd ever had in their lives. And they were right. You know, he's not a terribly warm, outgoing, loving person, but they will stick with him. I mean,

they're happy to have him, and he likes to work. He doesn't involve himself in discussions with kids. He likes to talk about math, and this is what he's doing. That's what he's there for.

So I asked him, as a last ditch effort, to please explain to these junior high teachers—you know, what was going on here, and did he find it difficult, and did he feel he wasn't teaching? I don't remember his words but the gist of it was, "You just don't know what's going on. It works. You'll see that it's going to work, and it's been a fine two days, and there's really nothing to worry about. You don't need the organization."

So I said, "Well, look, I'm going down to the kids, and if anybody wants to step into a room on the way, you can do that, but right now the kids need us."

So this math teacher followed me, as well as the men. I don't even know who they were. But as we were heading towards the room, they said to me, "Do you need materials?"

I said, "Oh, sure, we can use anything."

They said, "Well, we're also reading coordinators."

I said, "Great, you want to set up your reading program?

They said, "Sure, but we're going to need our materials."

I said, "OK, fine. What kind of room do you want?"

He said, "We're not ready for that. Let's get materials and then we'll set up."

So I said, "OK, I'll see you in half an hour?"

He said, "No, it's going to take a little longer, because we have a lot to carry.'

About half an hour later they came back with about eight records, long-playing records. So I thought: well, anything. You know? If these are the materials, we'll take anything. They looked, you know, like real long-playing records. So fine, they'd done something. They said, "We're going off again and we'll be back in about two hours. Give us two hours."

I expected not to see them again. And then, when we broke up for lunch, there they came, bearing gifts. I don't know how else to explain it. There were SRA laboratories [material], not just the ordinary reading [material], but reading for understanding, not the kind you use for teaching reading, but for development and literature, and a couple of other laboratories that I'd never seen before, and then sets of materials like the kind you dream about. A standard story in the public school might be "The Lady or the Tiger," and usually the teacher would [be the only one to] have the

book. She would read the story to the children and have a great big enjoyable time. But here were about 20 of them, beautifully illustrated —apparently they couldn't have cost very much money—where if the kids each have their own copy, you might even put on a play, you know. Or you might act it out while you were reading it. Just that little thing was the most beautiful thing I've ever seen. All kinds of materials, just like that, something for each grade.

....So we broke for lunch, and then they came back—I'm talking about these reading clinic people from Yeshiva University— they proceeded to go from classroom to classroom, or from group to group, demonstrating the use of the reading materials to the teachers.

Now, when anybody would come into a classroom in public school, to even give a message, things kind of—I even forget the word we use for this. We have a way of describing it. The class fell apart, is what most teachers say. They'll say, "So and so came in and the class fell apart."

Now, when some unthinking supervisors would come in, they would stay. They would have the nerve to stay five minutes. Meanwhile you're listening with one ear and you're motioning to so and so to sit down, and you're motioning to so and so to sit down, or you're saying, you know, "Cut out the fight that's going back there." And only gradually does the supervisor get the idea that she'd better quit, you know, and get out of there. But you couldn't dream of having a conference with a teacher with a classroom of 30 kids.

Well, here, you know, these strange men were going into these classrooms. Mainly they were talking to the teachers, but the kids were just watching. They could have left any time they wanted to, but they were just waiting. And then they went back to the lesson. I mean, there was no such thing as an interruption. It was as though this were the normal procedure, and they understood it, and no difficulty for the teacher. I don't even—you'll have to talk to them, but my feeling is, no teacher there felt fearful or ruffled when anybody walked into the room. It was kind of expected that doors were kept open, and you'd just go in, and anybody would come in. Sometimes you'd find yourself missing three kids, because somebody might be coming in just to take three of your children, to do something with. This didn't bother you, because you still could go on with your lesson.

....I had one lower grade class, a second grade class, and there was a disruptive child in the class, and he became rather upsetting. Yet I never felt that I had lost control, that I had to raise my voice, because the class was small, because everybody was observing what was happening, and because it was easy for us all to direct ourselves to seeing what the real problem is, rather than what the child was doing to annoy us.

This little boy kept hitting me, in particular, and he'd call me names and tell me I was ugly, or tell me, you know, "I don't like you as the teacher."

Instead of discussing it—again, I relate to the Board of Education, who says you're supposed to discuss why did this happen and how did it happen, and try to reason with the child and so forth and so on—I didn't. I just let him go on doing it until I couldn't take it any more, and then I said, "David, if you continue to do that, I'm just going to bop you in the nose."

And somehow or other they laughed, and David laughed, and it stopped. It stopped. And I feel it was because there wasn't a showdown. We didn't have to have this business where I had to show David who was the boss in the classroom.

....My experience, and that of a couple of teachers I know—this is true of them—is that I slowly died within the public school system. I was not giving anything of myself. I was giving things that I felt had to be given, and I was becoming dull, I was becoming more concerned with the impression I was making generally rather than with what I was doing with the children, and I had gradually begun to feel more and more helpless and hopeless. If I was doing anything, I was

maintaining a kind of hell, really, particularly since I've been teaching for three years children who've been two years behind grade level, what they call grade level in reading. So I have basically been doing, or trying to do—and I'm not trained to do it—remedial reading and remedial math. and I have been making very little progress. And if somebody said to me, "Well, there must have been one child you helped," I'd have to say honestly and frankly there was more than one. Probably in the three classes I've had, I could pick out four or five to whom I felt I really gave a spur—you know, a reason for going to school, a love of learning, encouragement that it's not so hard, you know, it's possible. They can learn to read, or they can learn to read better, they've got a brain that works —something like that. I've given this to these four or five children.

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....You know, I had a boy like that the other day, in the small group, and I wondered—some kids, of course, will keep coming all the time, so you get to know some better than others. In the back of my head I thought: "What's bugging him?" Because I could see, he was well-behaved and all, but somehow he wasn't with it.

I got him off on the cycloteacher. It was the baseball thing. I don't know how he got to talking about this, but while he was setting up this teaching machine, the boy said, "Well, I'm the dumbest boy in my class."

I said, "Gee, you must have a class full of geniuses, if you think that, because you're one of the smartest boys I know."

You know, he looked at me, and he didn't really believe me, but anyhow was it the first time someone didn't just remain silent and not know what to say? Or it was the first time, I suppose, that someone didn't confirm it for him.

So I said, "OK, now, this is all set up, do you want to do it?"

He said, "Yep," and started picking up his pencil, and I was watching him for a couple of minutes. It's the kind of teaching machine where you do it independently, and he really didn't need me there. But after about three or four frames he said, "Gee, this is kind of easy."

So I said, "Well, don't worry, we've got more, and when you finish this, or if you want to leave this now and go on to the next one, see how you feel about that—"

He said, "No, I'll finish it for a while."

You know, I felt that that kid, if we could keep him, will eventually get to feel that he's not the dumbest, and if this is all he gets from the school, this will be the biggest contribution any school could ever make to him. Because if he goes to P.S. 84, he'll just go on believing this, probably still to the day he dies, that he is the dumbest kid. We know that for a fact, because we know some teachers who felt that way when they were kids, and they still feel that way.

A Speak-out

Another Name for Another Game

This article is excerpted from an unpublished essay.

When people refer to U.S. Negroes as being nonwhite, as so many people do these days, especially those given to reading and quoting the Behavioral Sciences, it is extremely difficult to know for sure whether they are being incredibly naive or deliberately so—or both. It is easy enough, however, to see that such people, whatever their avowed commitments, are very much involved, knowingly or not, in at least one version of the all-seasons game of U.S. color one-upmanship.

The indications are unmistakable. One American classifies another as nonwhite. He does so with a straight white face to indicate that such a classification is the most obvious, objective, and scientific thing in the world. However, if the second American whose face may be every bit as white as the first American's (or not quite as black as the ace of spades), classifies the first as non-Negro, the first immediately becomes apoplectic white and then red-white. Then he smiles. But it is a serious smile, and it gives the whole grim game away. Because it is also a powerful smile, and he does his best to make it as powerful as the power structure itself. It is an establishment smile, of the sort that tolerates the likes of black nationalists and other news-media types, and behind it is all the vicious compassion the man who has been upped feels for the audacious, the unthinkable, and the pathetically outrageous.

The implications of this by now classic but somewhat unsportsmanlike game are even less unmistakable. In spite of all the well-known, honestly admitted, widely lamented, and all-too-human shortcomings of those who are, as it were, yes-white, am-white, is-and-are white, those who are classified as nonwhite are still somehow or other all too naturally assumed to be non-this, non-that, and non-the-other, too. In other words, those who are less-white are assumed to be in effect less human. Thus are all the fundamental assumptions of white supremacy and segregation represented in a word, in one key hyphenated, and hyphenating, word.

One hears endless talk and sees much hand wringing and head shaking about the problem of race and racism in America, most of it by people who always confuse race with culture. But the real key to understanding the actual dynamics of segregation in the United States is not *race* and certainly not culture as the Social Sciences would define it (and have it) but COLOR. When your yes- am- is- are-white U.S. citizen says nonwhite, he has said it all! What he forgets, however, and much too easily, when he uses such a term, is the fact that in presuming himself "white" he more often than not, is only superficially identified and certified, and hence only arbitrarily elected into exclusiveness. He also forgets that the term is largely a matter of self-esteem. *Or does he ever really forget this? After all, what is the U.S. system of segregation if not institutionalized paranoia?*

...There are many Americans whose what-colormanship comes in the disguise of what is called Social Science. This is not in the least surprising. The one place U.S. Negroes have always found themselves most rigidly segregated is not in the inner sanctum of the is-white family but in the insistent categories of Behavioral Science surveys, studies, and statistics. It was Social Science, remember, that contributed the solipsistic category of nonwhiteness to the modern American vocabulary in the first place—thereby making the U.S. a nation of only two races. Some melting pot, what?

As for U.S. Negroes being nonwhite, *nothing could be further from scientific reality.* No classification was ever less accurate. By any definition of race, even the most makeshift legal one, most native born U.S. Negroes, far from being nonwhite, are in fact part-white. They are also by any viable definition of culture, partly Anglo-Saxon, and they are overwhelmingly Protestant. Nor is there any reason for pride, shame, or even confusion about such an obvious fact. It exists in men's genes as well as their behavior and is incontrovertible even by law. Moreover, no matter how it came about, its existence is thoroughly compatible with an open society.

Further, there is no scientific method by which one can establish that a measurable percentage of any given trait or given number of traits, racial or otherwise, makes some people only part-white and others all-white. And anyhow, as things stand now, nobody really knows which person has how much of what. Any white-skinned Negro can certify this. *And if you cannot determine who is all-white, it is perhaps a bit unscientific to claim that you already know who is nonwhite.*

Thus, since your social scientist for all his terminology, charts, and graphs really bases his procedures not on scientific evidence of whiteness and nonwhiteness but rather on the same old make-shift legalisms of the most bigoted segregationist, it is easy enough to embarrass him on his own terms by asking him to explain *how* he knows that white people do this and that but nonwhite people do the other. What scientific procedure enables him to establish the nonwhite population of Harlem, for instance, and the all-white population of Fifth Avenue in the sixties and seventies?

But the key question is not *how* but *why.* Ask him that. Why does the social scientist make so many studies about the differences between yes-whites and nonwhites? Why does he want to know so much about these two? Why is the need for information about the *differences* between yes-whites and nonwhites so much more urgent than information about the differences between, say, U.S. Christians and U.S. non-Christians; U.S. Germans and U.S. Scandinavians; U.S. Irish Catholics and U.S. Italian Catholics; U.S. synagogue Jews and U.S. nonsynagogue Jews; or say native-born U.S. Negroes and We
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Thus, since your social scientist for all his terminology, charts, and graphs really bases his procedures not on scientific evidence of whiteness and nonwhiteness but rather on the same old make-shift legalisms of the most bigoted segregationist, it is easy enough to embarrass him on his own terms by asking him to explain *how* he knows that white people do this and that but nonwhite people do the other. What scientific procedure enables him to establish the nonwhite population of Harlem, for instance, and the all-white population of Fifth Avenue in the sixties and seventies?

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But still and all, your Social Science one-upman is always in there and he has some significant results to show for his highly subsidized efforts: *Many book reading Negroes read Social Science and nothing else.* They read all those negative things about themselves wrapped in all that status-oriented terminology and become convinced for the first time that to be nonwhite is to be unfit after all.

But that is only half of it. The minute they accept the idea of white supremacy, they proceed to become more be-white than everybody else! Which of course is easy enough, what with Social Science providing a yes-white checklist that contains nothing that anybody didn't already know. So what really happens? Nobody was ever more devoted to middle-class norms than Social Science Negroes! But luckily they are only few, and in recent months many of these have taken to acting like middle-class Africans.

There are, of course, people who are white and there are those who are not, and some of both live in the United States and of course there are many differences between them. That is not the point. The point is that Social Science has yet to deal with those differences in terms that are truly comprehensive. Many of these differences have much more to do with esthetics than with science anyway. And besides, who needs Social Science to say who is similar and who is different and who is equal or not. The Declaration of Independence and the Constitution gave the word on all that a long time ago. *Albert Murray*

Mr. Murray is a teacher, a writer, a musician, and a retired Air Force major. Among other things on which he is currently at work or has "marinating" on his worktable is a book on American culture.

Continued from Page Four

Cove, Long Island) continued during the past year as planned. A comprehensive report, as well as three interim reports, was made to the Board of Education in Bridgeport. In Glen Cove, a study was made of demographic characteristics of teachers and their attitudes toward educational services and instructional methods and approaches in the Glen Cove school system. A study on teacher attitudes toward public school desegregation was also prepared, as was a report on the views of Glen Cove community leaders, with recommendations for change. Two reports were prepared in connection with work in Stamford: a research study and recommendations prepared for the Board of Education, and a study of public school segregation and related population characteristics.

The Center also made an assessment of factors that will affect the strategy and success of integration initiatives made by the Long Beach, N.Y., Board of Education. In February, a proposal for elementary school desegregation in Rochester was prepared on contract to the State Department of Education. Further analysis of data gathered in Rochester is currently being made and subsequent findings will be published late in 1967.

A two-year study of the political obstacles to school desegregation in New York City was completed in September 1967 and an exhaustive report prepared.

Also completed was a study of the participation by nonwhite ethnic minorities in public recreation programs. This report will be published by the Center late in 1967.

Related to the specific community studies listed above, but also operating as a general development activity, has been an evaluation of the concept of an educational park and its application to urban communities. Currently in preparation is a book that will delineate both graphically and in text a prototype of an educational park including such factors as architectural requirements, transportation logistics, and sociological and educational considerations. A national survey of existing educational parks or the plans for their creation in urban areas has been completed. The study of the successful child from an economically deprived urban area is being completed and a preliminary report will be available in the first quarter of 1968.

Mass Media. Because of the reorganization of the Center staff from two divisions into four program committees, much of the work performed by present members of the Mass Media committee is included under the headings of other committees. Last month a study was completed on the uses of television and its educational implications for New York viewers.

Research Services. On contract to the New York City Board of Education, the Center completed an evaluation for 23 programs being run with Title I funds and is currently completing an evaluation of several summer programs also conducted with Title I funds.

Communication Services. In the past 12 months, the Center has published *Participants and Participation: A Study of School Policy in New York City,* by Marilyn Gittell; *The Negro in Schoolroom Literature,* by Minnie W. Koblitz; four issues of *The Urban Review;* and 14 issues of *The Center Forum.* The Center also completed a film, "Green Years," which shows how education takes place in a nonstructured, informal way in city parks.

The library has continued its acquisition program and is currently cataloguing and indexing material received (approximately 10,000 volumes). The library also maintains a complete collection of the ERIC microfiche, a selected collection of doctoral theses and subscription to more than 400 journals pertinent to the field of education. *D.E.O.*

Periscope

Nipping Disadvantage in the Bud

A new federal program which moves the Head Start concept down to the prenatal period will begin this fall on a pilot basis, according to Education, U.S.A.

Parent and Child Center, as the project is to be called, will operate pilot efforts in some 30 communities. Grants to 16 communities have already been made.

It will concentrate on the family and child below age 3, stressing the family as an entity. Richard Orton, staff director of Head Start, said the project will include medical, psychological, educational and social services that will even show a mother how to cook if the skill is lacking.

First-year funding is pegged at $5 million. Each center, located in a poverty area, will be affiliated with a local university.

Said Mr. Orten: "PCC is revolutionary because it represents direct federal government action at an age level earlier than at any time before in the nation's history. The aim is to give young parents the know-how necessary in child raising and family development to eventually get their child into the mainstream of American life. The idea is based on research which shows that if the child gets off to the wrong start before he is 3 years of age—or even 18 months—it may be impossible to rescue him in later years."

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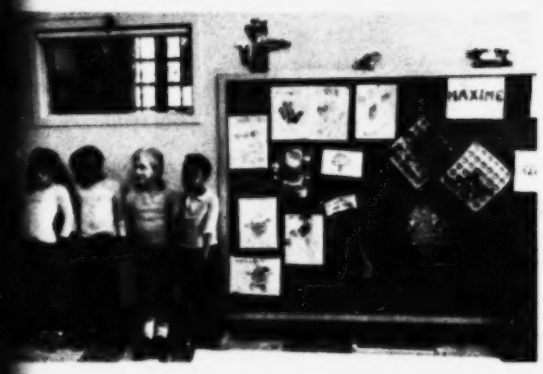

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School Desegregation in the Nation

The federal government will require racial reports this fall from school districts in the North as well as in the South. Previous surveys covered only school districts in the 17 Southern states, which are now in the process of desegregating dual school systems. Now HEW will be gathering data in the North where de facto school segregation and unequal education have become hot civil rights issues.

It means an additional 2,000 of the nation's largest school districts—with an estimated 70 per cent of public school students—will be checked for information on whether they are discriminating against Negroes.

...In San Francisco

The Roman Catholic school system of San Francisco has embarked on a new program to bring both racial balance and better education in the inner city. The schools will break away from local patterns of Catholic education (eight years of elementary school, four of high school) to adopt the pattern of public schools (six, three, three).

...and In Berkeley

Five plans have been put under way to make Berkeley, Calif., the first major city in the country to have districtwide school integration. Each of the proposals, a recently released report states, would achieve a racial attendance of about 40 per cent Negro and 60 per cent 'Caucasian, Oriental, and other' for each school.

Each of the proposals is being financed by $500,000 allocations from the school board, and would require, according to the report, a minimum of school changes for pupils. Most controversially, each plan would involve a 'balanced busing program' designed so that Negroes 'will not bear an unequal share of the burden.'

The plans include dividing the city into three east-west strips for new attendance patterns for the first eight grades; sending all grades to the same school; and establishing middle schools.

Continued on Page Twelve

Education & Creativity

Feedback on a Schoolmen's Conference

A critical recurring issue in the schools for many years has been the means and methods of encouraging creative expression. The Center for Urban Education held a one-day working conference last June to discuss the issue with special attention to the concerns of minority-group children. The 20 participants included teachers and supervisors from the New York City school system and college personnel divided into small seminars for intensive discussion. The one limitation placed on participants was a request to forego the realities, e.g., class size, physical setup, materials available, etc., and instead to focus on "ways and means."

One common theme permeated the discussion: the essence of evoking creative expression in schools is a creative climate which encourages independent thought and action by the teaching staff. And this climate, in turn, could be possible only when the following obstacles were overcome:

The teacher's lack of knowledge about how to spark creativity; her inability, at times, to recognize that so simple an activity as crumbling a piece of paper and asking questions about her action can lead to creative expression in the classroom.

The teacher's fear that opening avenues for creative expression will leave her incapable of coping with the ideas or work of her pupils.

Keeping the concern for creativity separate from the concern for spelling and diction.

The tight structure of the city's schools which often stands in the way of a teacher's or an administrator's attempt to tap the abilities and resources of professionals in various creative fields who, under existing screening processes, lack the academic qualifications for teaching.

The large teacher turnover, which can lead to the breaking of a classroom tradition of creativity as the children pass from the hands of one teacher to another.

The fear of failure is often a serious obstacle to the introduction of new curriculum and methodology. Teachers and supervisors are frequently hesitant to admit they have difficulties or problems in teaching or in the implementation of new processes. A climate in school encouraging cooperation and open discussions on a teacher-supervisor, and teacher-teacher basis has to be developed to overcome this hesitancy. As part of the process within the individual schools, it was suggested, creative teachers and supervisors should conduct seminars and discussions not only to inspire but to bring out the competency in others. As one participant stated: "Too much is expected of each teacher—teachers must pool their strengths."

Rather than emphasizing reading scores or heterogeneity, it was suggested that we should look at how compatible teachers and children are and how they interact. Classes could be structured to provide for the optimum interpersonal relationships between teacher and child, and child and child.

It was further suggested that the outlet for creativity should be extended to the city's after-school study centers now used almost exclusively for remedial work, and to the burgeoning summer programs. The after-school centers are now mere extensions of the regular classroom sessions, where teachers are so pressured to raise achievement levels—primarily by rote learning methods— that the scope for creativity is limited. The centers should be converted, wherever possible, to the settlement-house approach to teaching where the emphasis is on the informal. This would provide an opportunity for a teacher to create—possibly with the help of artists and professionals in other fields—a dramatic group, a newspaper, a camera workshop (perhaps, to take pictures of the community as the basis for new learning), and to use, wherever appropriate, puppetry, music, ballet, modern dance, and films.

Exploring another rich area, one participant described an experiment on Long Island in which 'master' teachers were involved in group therapy. The experiment apparently enabled teachers to recognize their strengths and weaknesses. There were subtle changes that encouraged growth on the part of each teacher which, in turn, released creativity.

One of the most pressing needs for overcoming a number of the hindrances to creativity all at once is, of course, for more and more rounded teacher training—as early as high school. Toward this end, it was suggested that teachers be encouraged to visit the future-teacher clubs in the city's high schools to demonstrate techniques and ideas that have proved successful in unleashing creative activity.

Beyond this, at the college level, there must be greater provision for more meaningful student teaching in which students are put under the wing of the most creative teachers, both to serve as models to emulate and as wellsprings of new ideas. The same holds true when the student teacher becomes the new fulltime classroom teacher. Not only should she be exposed to the imaginations of the most creative teachers in the school; she should also have regular access to a library of motion pictures showing the experienced creative teacher in action in the classroom.

Finally, the participants urged that the reservoir of teacher creativity not be damned up in tiny pools of the city. There should be greater exchange of visits within school districts and outside those districts by teachers and administrators to observe creative projects in action. The projects need not be copied whole, but they should serve as a stimulant to a multi-pronged approach to creativity in all schools and at all levels.

This was the first meeting of a series. Beginning with the next one, tentatively planned for November, discussion will be concerned more with specifics than with the principles that occupied the bulk of this session.

Stanley Lisser

Mr. Lisser, program coordinator for the Center, was principal of IS201 in Harlem.

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Creative About What?

The following is excerpted from The Politics of Experience *by R. D. Laing, and is in turn for the most part taken from* Culture Against Man, *by Jules Henry.*

...."Boris had trouble reducing 12/16 to the lowest terms, and could only get as far as 6/8. The teacher asked him quietly if that was as far as he could reduce it. She suggested he 'think.' Much heaving up and down and waving of hands by the other children, all frantic to correct him. Boris pretty unhappy, probably mentally paralyzed. The teacher quiet, patient, ignores the others and concentrates with look and voice on Boris. After a minute or two she turns to the class and says, 'Well, who can tell Boris what the number is?' A forest of hands appears, and the teacher calls Peggy. Peggy says that four may be divided into the numerator and the denominator."

Henry comments:

"Boris's failure made it possible for Peggy to succeed; his misery is the occasion for her rejoicing. This is a standard condition of the contemporary American elementary school. To a Zuni, Hopi or Dakota Indian, Peggy's performance would seem cruel beyond belief, for competition, the wringing of success from somebody's failure, is a form of torture foreign to those non-competitive cultures.

"Looked at from Boris's point of view, the nightmare at the blackboard was, perhaps, a lesson in controlling himself so that he would not fly shrieking from the room under enormous public pressure. Such experiences force every man reared in our culture, over and over again, night in, night out, even at the pinnacle of success, to dream not of success, but of failure. In school the external nightmare is internalized for life. Boris was not learning arithmetic only; he was learning the *essential nightmare also. To be successful in our culture one must learn to dream of failure."*

It is Henry's contention that education in practice has never

been an instrument to free the mind and the spirit of man, but to bind them. We think we want creative children, but what do we want them to create?

"If all through school the young were provoked to question the Ten Commandments, the sanctity of revealed religion, the foundations of patriotism, the profit motive, the two-party system, monogamy, the laws of incest, and so on..."
...there would be such creativity that society would not know where to turn.

The Quest for Method

The following is from Anti-Intellectualism in America, *by Richard Hofstadter:*

"Like Freud, Dewey saw the process by which a society inculcates the young with its principles, inhibitions, and habits as a kind of imposition upon them. But Dewey's assumptions led to a more optimistic calculus of possibilities than that offered by Freud. Freud saw the process by which the individual is socialized as making genuinely impairing demands upon his instincts but also as being in some form tragically inevitable. Society, as Dewey saw it, spoiled the "plasticity" of children, which was the source of their "power to change prevailing custom." Education, with its "insolent coercions, insinuating briberies, and pedagogic solemnities by which the freshness of youth can be faded and its vivid curiosities dulled," had become "the art of taking advantage of the helplessness of the young," and education itself an art used by society to choke off the best part of its capacity for self-improvement. For Dewey, the world as a source of misery for the child is largely remediable through the educational process; for Freud the two are fixed in an opposition which, while alterable and even to a degree ameliorable in detail, is insurmountable in substance.

"More than a generation of progressive educational experiment confirms Freud's view. Old educational failings have been remedied, often with much success, but other problems have been intensified by the new remedies. Conformity to arbitrary adult wishes has been dimished, but conformity to peers is now seen as a serious proble . The arbitrary authority of the teacher has been lessened, but a subtle manipulation, which requires self-deceit on the part of the teacher and often inspires resentment in the child, has taken its place. The fear of failure in studies has not been removed, but devices introduced to remove it have created frustrations arising from a lack of standards, of recognition, of a sense of achievement.

...."In his last significant statement on education, Dewey observed that "the drive of established institutions is to assimilate and distort the new into conformity with themselves." While commenting with some satisfaction on certain improvements introduced by progressive education, he ruefully remarked that the ideas and principles he had helped to develop had also succumbed to this process of institutionalization. "In teachers colleges and elsewhere the ideas and principles have been converted into a fixed subject matter of ready-made rules, to be taught and memorized according to certain standardized procedures...." Memorization and standardized procedures once more! It did all too little good, he said, to train teachers "in the right principles the wrong way." With a hardy courage that can only inspire admiration, Dewey reminded progressive educators, once again and for the last time, that it is the right *method* of training which forms the character of teachers, and not the subject matter or the rules they are taught. Pursue the right methods, and a democratic society might yet be created; follow the "authoritarian principle" and education wil be fit only to "pervert and destroy the foundations of a democratic society." And so the quest for a method of institutionalizing the proper anti-institutional methods goes on."

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Hiroji Kubota

Continued from Page Nine

The Passow Report

Racial integration makes education easier, Dr. Harry Passow of Teachers College told the Washington D.C. school board in his study of the District's school system, but it is not essential to good schools. The more urgent need is for far better-trained teachers, he said.

Toward this end, the report urged that teachers be employed year-round, and required to spend 15 to 20 per cent of their time on in-service training. It also called for the creation of staff development centers throughout the city run jointly by the school system and the universities which would ensure the quality of training.

The report, issued last month, said the school board needs to create a corps of young college graduates who would teach in the schools for a fixed term of three years. Teachers need to be organized into teams, it asserted. The most effective teachers could be made leaders of the teams and could be given promotions without having to leave the classroom.

The schools' traditional tests have limited usefulness in leading teachers to individual students' difficulties, the report stated. It recommended an entirely new style of individual tests, which a teacher could give to one student or a student could give to himself, to diagnose his troubles and guide him toward profitable curricula.

In many areas, present school policies require uniformity of schedule, materials, grouping, and testing. These policies should be replaced by policies developed at the community and school level, the Passow report maintained.

CENTER FOR URBAN EDUCATION

End Paper

"Absorbing the Uncertainty Factor"

As the old joke goes—first prize is one week in Philadelphia, and second prize is two weeks in Philadelphia. Nevertheless, that city was the scene recently of a most stimulating and provocative conference on urban affairs in honor of the 30th anniversary of the Fels Institute of State and Local Government at the University of Pennsylvania.*

Some four hundred public officials, scholars, and others concerned with urban problems met together for four days. The task to which the conferees set themselves in that relatively short time was to attempt to define the parameters and techniques of a scientific orientation to public policy.

The papers presented ran the gamut of disciplines, scopes, and approaches, ranging from a case study of a traffic control system to a discussion of Platonic dialogue as a decision-making tool. Yet, despite the wide variety of subjects and the variety of backgrounds of the participants, two closely related themes seemed to be discernable and to characterize the presentations. These were: first, a firm and deep-seated belief in the value of scientific method and modern technology to urban policymaking; and secondly, a profoundly optimistic view of the nature of man; in sum, a kind of synthesis of Romanticism, the Enlightenment, and the Cybernetic "revolution."

At a somewhat more mundane level, there seemed to be a prevalent feeling that widespread use of electronic data processing as a public policy tool was inevitable. Although government bureaucracies, particularly on the local level, have been, until very recently, more reluctant to make extensive use of these techniques than private corporations, if the attitudes of the public officials attending were in any way indicative, large-scale adoption of edp in the near future in many communities seems likely. Further, use of these systems seemed to most of the conference participants to symbolize progress and to represent unmitigated "good." The ability of edp systems to handle hundreds and thousands of variables and manipulate complex formulae, which few humans are capable of doing, seemed to the participants to lead only to more reasonable, coherent, and socially beneficial public policy decisions. Indeed, one speaker even predicted the gradual elimination of middle, and ultimately top, management in governmental organizations as computers assumed more of their functions. (As the Marxist state "withered away"?)

Perhaps the commitment of many of those present to increasing and seemingly indiscriminate use of edp derived as much from unfamiliarity with these kinds of tools as from real knowledge of their capabilities. One wonders how much of their enthusiasm is attributable to excessive infatuation with gadgets and capitulation to technological faddism which is so much a part of the larger culture. These predispositions are not confined to any particular policy area; for it is not unusual to find school superintendents and principals in both urban and suburban systems manifesting similar affections (or afflictions?) for the newest, most expensive electronic equipment whether or not it is appropriate to their problems or social context.

This is certainly not to imply that edp and other tools of the New Technology do not, and will not, have a significant role to play in the work of public agencies, including school administration. Quite the contrary—it has been amply demonstrated that for many kinds of tasks edp is definitely more efficient, more economical and allows for consideration of more information and for better utilization of personnel. Three-and-a-half years in an environment dominated by the ethos of science and technology* and some experience in the field not only gives one a profound respect and appreciation of the edp systems have for in quantity and quality of available to policymake same time makes one zant of the inherent li these systems in a po and more acutely aw ultimate dependence human beings who inv and use such tools.

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This is certainly not to imply that edp and other tools of the New Technology do not, and will not, have a significant role to play in the work of public agencies, including school administration. Quite the contrary—it has been amply demonstrated that for many kinds of tasks edp is definitely more efficient, more economical and allows for consideration of more information and for better utilization of personnel. Three-and-a-half years in an environment dominated by the ethos of science and technology* and some experience in the field not only gives one a profound respect and appreciation of the possibilities edp systems have for improving the quantity and quality of information available to policymakers, but at the same time makes one more cognizant of the inherent limitations of these systems in a political *milieu* and more acutely aware of their ultimate dependence upon the human beings who invent, develop, and use such tools.

While the machines themselves may be value-free, those who procure them, program them, and "process their output" cannot be expected to be. As Professor C. West Churchman of the University of California commented at one of the seminars, even though edp may provide one with a description of the most "rational" alternative in a given situation, there is no guarantee that those who make the policy decision will choose it or will *want* to choose it over other "less rational" (to the computer) alternatives. Whether or not it is explicitly recognized, the models employed in any edp system, save for the most routine tasks, tend to reflect the value orientations not only of the decision-makers but of their support staffs, the real points of "uncertainty absorption."

In a somewhat different vein, the latest generation of edp equipment, according to many experts, is well in advance of the use to which it is being put. In other words, there simply do not seem to be enough programs or programmers sophisticated enough to utilize the new technology to its fullest at the present time. In fact, the gap between the machines' potential and the ability to use them creatively may well be widening. This seems to be especially so in local government, which has an intensified problem in the recruitment of expertise.

Nancy Bord

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*Dr. Bord, a staff associate on the Center's Mass Media Committee, received her doctorate in 1965 from MIT where she did a study of the Boston Redevelopment Authority.